Corporation for National and Community Service
The 2016 President's Higher Education
Community Service Honor Roll Competition Guidance

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A. OVERVIEW

The President's Higher Education Community Service Honor Roll recognizes institutions of higher education that support exemplary community service programs and raises the visibility of best practices in community-campus partnerships. The President places a high priority on supporting the role that higher education plays in addressing the nation's most pressing social needs; this institutional recognition program supports those national service and education priorities.

The President's Interfaith and Community Service Campus Challenge is a parallel national initiative that was launched in 2011, based on recommendations from President Obama's inaugural Faith Council. Administered by The White House Office of Faith-based and Neighborhood Partnerships and the Center for Faith-based and Neighborhood Partnerships with the Department of Education, the President's Challenge invites institutions of higher education to commit to a year of interfaith cooperation and community service programming. Over 400 colleges and universities and nearly 200,000 people to date have been involved in advancing interfaith service in their communities.

In 2014, the President's Challenge was integrated with the President's Honor Roll, creating a new category of recognition. The Interfaith Community Service category recognizes higher education institutions that reflect the values of exemplary interfaith community service. Interfaith Community Service involves people from different religious and secular backgrounds tackling community challenges together while building meaningful relationships across lines of difference.

The President's Higher Education Community Service Honor Roll is an initiative of the Corporation for National and Community Service and is sponsored by the U.S. Department of Education and the U.S. Department of Housing and Urban Development, the American Council on Education, Campus Compact, the White House Office of Faith-based and Neighborhood Partnerships, and Interfaith Youth Core.

The mission of the Corporation for National and Community Service (CNCS) is to improve lives, strengthening communities, and foster civil engagement through service and volunteering. Through its AmeriCorps, Senior Corps, the Social Innovation Fund, and the Volunteer Generation Fund, CNCS has helped to engage millions of citizens in meeting community, and national challenges through service and volunteer action.

1. Important Dates

- Applications are due **June 15, 2016, by 5:00 p.m. Eastern Time**

- Award announcements will be made in the **Fall of 2016**.

2. Goals

The 2016 President's Higher Education Community Service Honor Roll, which recognizes service completed during the 2014-2015 academic year, focuses on community *outcomes,* such as the changes that result from the service activities. In this way, the Honor Roll encourages colleges and universities to deepen their practice of service.

The 2016 competition seeks to celebrate institutions with high-quality service programs. Characteristics of such programs include using evaluation and assessment, developing collaborative community partnerships, and addressing significant community needs. Applicants should demonstrate results that are measureable and supported by credible evidence.

The Interfaith Community Service category of the Honor Roll focuses on the above outcomes and programs with special recognition of the interfaith engagement efforts of institutions that support a commitment to interfaith service. Interfaith engagement includes program elements such as post-service interfaith reflection as well as relationship-building efforts such as a religiously-diverse service planning committee.

3. Eligibility Information

All accredited degree-granting colleges and universities located in the United States and its territories are eligible to apply including for-profit/proprietary schools that are degree granting accredited. Applications are accepted only from higher education institutions, not departments or schools within a college or university. In the case of state systems, each institution must apply separately.

To qualify for the President's Honor Roll colleges and universities must be a participant in the Federal Work-Study (FWS) program and **must** meet the statutory 7% minimum FWS community service requirement for 2013-2014, the most recent available school year. Please check with your financial aid office to ensure that your school meets this requirement or has received a waiver from the Department of Education. The FWS percentage is based on your institutions total Federal Work-Study allocation. The Honor Roll receives this number directly from the U.S. Department of Education. Institutions report this number to the Department of Education. FWS guidelines from the U.S. Department of Education are available on their website.

Institutions listed on the Honor Roll or that received a Presidential Award last year are eligible to apply.

B. CATEGORIES FOR THE 2016 PRESIDENT'S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL

Applications for the 2016 competition will be accepted in four categories:

- **General Community Service**
- **Interfaith Community Service**

- **Education**
- **Economic Opportunity**

The institution may elect to apply under one, a combination of, or all categories.

1. General Community Service

Institutions applying in this category can submit applications to document projects that address community issues across a variety of service areas, including, but not limited to, general community service, economic opportunity, education, and interfaith community service. This category is designed to capture the breadth of higher education community service activities and applicants are free to select projects that display the scope of their service efforts.

Applicants in this category should describe how their institutions' services address significant community needs and produce measureable results. Strong applications will also clearly illustrate the role played by nonprofit partners, students, faculty, staff, and other interested community members in supporting the institutions' efforts. To be successful in the category, applicants should describe service projects results in outcome-oriented language. For example, institutions might describe how their activities reduced obesity rates, improved financial stability among families, or increased the capacity of citizens to serve in the event of a disaster.

Effective applications will demonstrate the best practices of community-campus partnerships. The project descriptions should clearly describe how the institution uses evaluation and assessments to improve the quality of the interventions. The application should discuss strategies the institution uses to build long-term, mutually-beneficial community partnerships and explain its efforts to enlist other collaborators (e.g., businesses, civic organizations, government agencies, faith-based institutions). Most important, the application should clearly and convincingly describe how the institution's activities produce measurable impacts that address needs in the community in which they are working.

General Community Service examples:

These three project examples illustrate the types of higher education service activities that would fall under the General Community Service category.

Weitekamp University has created a long-term partnership with several community-based organizations to monitor and improve water quality in their local watershed. The University has created an environmental board where faculty, staff, local environmentalists and students develop a five-year plan to protect and rehabilitate the watershed. Students from the institution's environmental science classes conduct water testing each semester. Twice a year, the results of the water monitoring are submitted to the State Department of Environmental Quality to assist with statewide data collection. Students work with campus-based and community-based experts develop a plan that both identifies the source of the impediment and outlines steps to reduce its effect on water quality.
- Illustrates a university's long-term commitment to addressing a significant community environmental need.

> *General Community Service examples (cont'd)* :
>
> **Andersonville Community College** is part of an Economic Development Association to spur economic growth in their local region. ACC faculty members work with the local government, workforce development organizations, and local businesses to develop and implement a master plan for the revitalization of the town core surrounding its campus. Students from a variety of classes provide market and policy research that informs the master plan for revitalization. ACC provides free-of-charge training programs to new or expanding employers who agree to locate within the town core. The college conducts annual assessments to determine the effectiveness of the initiatives and uses the feedback to adjust its performance.
> - Highlights the college's work with community-based institutions to use service to support economic recovery in a local area.
>
> **Saint Katharine College** is located in the same neighborhood as a large refugee resettlement center. The college's service activities focus on supporting refugee emergency housing assistance, helping newly arrived refugees adjust to their new community, and engaging their students as literacy and English language tutors. The College organizes a local advisory board for refugee issues with representation from community-based organizations, churches, and social service agencies. The local advisory board coordinates community efforts to meet the needs of its growing immigrant and refugee populations. College students participate at each level of this effort, working with the center to meet new residents' needs.
> - Emphasizes the college's role in increasing the capacities of the local community to meet the needs of an underserved population.

2. Interfaith Community Service

Institutions applying in this category may submit applications to document projects in the community service projects (such as education, health, or education) with a focus on interfaith service.

Effective interfaith programs facilitate positive meaningful relationships between people from different backgrounds and increase appreciative knowledge of other traditions. Applicants in this category should describe how their institution's service work build relationships and increase appreciative knowledge across the religious and secular diversity of service organizers and participants. Strong applicants will document participation of campus and community faith-based organizations as well as faculty, staff, and students of diverse faith and secular perspectives. To be successful in this category, applicants should describe interfaith community service in outcome-oriented language. For example, institutions might describe how their activities increased appreciative knowledge of a number of participants, or the number of students who worked with other students of different denominational, religious, or secular perspectives.

Applicants applying for this category should demonstrate the best practices of interfaith service. The Interfaith Community Service category of the application allows institutions to describe the breadth and depth of interfaith initiatives that that are coupled with their service work. These interfaith initiatives may fall within one of the following subcategories: **Communications**, **Education**, and **Capacity Building**.

- **Communications** initiatives demonstrate the institution's public commitment to interfaith cooperation on campus. Examples include, but are not limited to, an address by your college or university president on the importance of interfaith cooperation, a web-based communications campaign on the importance of interfaith cooperation, or an interfaith cooperation session incorporated into student orientation programs and materials.

- **Education** initiatives cultivate appreciative knowledge about diverse religious and non-religious identities, positively impacting attitudes and knowledge on diverse religious and non-religious identity. Examples include, but are not limited to, courses available for students to further develop knowledge-base in interfaith cooperation and service, educational panels and lectures delivered for large audiences on campus, and first year seminars incorporating module(s) on interfaith cooperation.

- **Capacity Building** initiatives provide students, faculty and staff with a baseline ability to positively engage religious and non-religious diversity within their own spheres of influence. Examples include, but are not limited to, campus-wide staff training to appropriately engage religious and non-religious identity on campus, faculty professional development opportunities in the area of religious and cultural diversity, or training a core group of students to lead interfaith service events.

Interfaith Assessment and Evaluation

Applicants are expected to include a description of the evaluation methods that convey the sustainable impact of interfaith service programs in the category of **Interfaith Impact**.

Interfaith Impact measures institution-wide shift toward greater interfaith cooperation and interfaith service. An institution might administer a campus climate survey or measure student learning outcomes through post-participation surveys for interfaith service events.

Institutions should utilize the following questions in post-service participant surveys and will be asked to report on survey responses as part of their applications.

Interfaith Community Service Participant Survey

1. Did you learn something new today about a denomination, religion, or secular perspective different than your own? (Y/N)

2. Have you attended interfaith events before? (Y/N)

3. Will you participate in interfaith events in the future? (Y/N)

4. Did you meet and/or work with someone of a different denomination, religion, or secular perspective other than your own through this project? (Y/N)

5. Did your experience today positively impact the way you think about others from denominations, religions, or secular perspectives different than your own? (Y/N)

    If yes, explain your answer:

    _____

    _____

    _____

Please note that when applying for the President's Honor Roll in the Interfaith Community Service Category, in addition to competing to join the Honor Roll, applicants will have the option to sign up for the President's Interfaith Community Service Campus Challenge. By participating in the Interfaith Challenge, applicants commit to conducting high-quality interfaith and community service programming on their campus. For more information about the Interfaith Challenge, visit http://www2.ed.gov/about/inits/list/fbci/campus-challenge.html

Interfaith Community Service examples:

Portland State University students partnered with the Jewish Student Union to bring a multi-faith group of volunteers together for a Habitat for Humanity build. They worked together on a multi-family unit called "Lents Landing" designed to house nine families.
- Demonstrates strong interfaith relationships built through a religiously diverse organizing team. The service project also builds on interfaith themes that foster service participant knowledge and appreciation of community service.

Shimer College and **Illinois Institute of Technology** student leaders from student government and faith-based organizations partnered to run a yearlong interfaith service campaign named Better Together to address needs of the Benton House Food Pantry. They hosted a faith-based celebration of service at Benton House featuring singers, dancers, and slam poets and celebrating the work of Shimer and IIT students at Benton House.
- Exhibits extensive cross-campus partnerships with faith-based and secular student organizations as well as a successful partnership across two different higher education institutions. Their interfaith engagement initiatives build relationships through reflective and celebratory events tied to their service issue.

Ohio University's United Campus Ministry: Center for Spiritual Growth and Social Justice spearheaded interfaith service initiatives with diverse community partners. They organized a 9-11 Interfaith Peace Walk with over 450 participants making stops at various faith communities along the way. During the year, they organized an Interfaith Stream Clean Up in which students hauled hundreds of pounds of trash out of Monday Creek watershed as a reclamation project from the damage caused by the coal mining industry. Students engaged in interfaith reflection and dialogue following the service project. This was coupled with a film screening addressing global and domestic water security issues.
- Conveys an institution-wide approach to interfaith service with both students and academic departments involved in organizing interfaith service. A thorough set of interfaith engagement initiatives from interfaith dialogue to a film screening further enhance the impact of their interfaith service while building knowledge and relationships of religious diversity.

3. Education

Applicants should demonstrate how their efforts help communities and students achieve educational goals. Colleges or universities submitting applications in this category should demonstrate the use of innovative practices and strategies intended to improve school readiness, increase academic engagement and performance, or increase access to post-secondary education and success.

For example, applicants may describe how their service activities help children improve social, emotional, and academic readiness for school during the Pre-K years; provide supports such as mentoring and tutoring to improve literacy and numeracy skills for K-12 students; or increase access to college planning, financial aid services and skills for college success. Project descriptions may explain strategies and activities that help schools reduce the achievement gap by providing extended, enriched, and intensive social, emotional, and academic learning experiences for children and youth; help schools address early warning indicators such as attendance and behavior issues; or boost high school graduation rates.

Strong applications will discuss the use of assessment and evaluation to improve their service interventions and provide credible evidence as well as measurable results. Moreover, applications in this category should illustrate how institutions are building the capacity of community-based preschools and K-12 schools to improve the educational outcomes of the children and youth they serve.

As with the other categories, applicants to the Education category should highlight the qualitative impact that your service programs have had on the community in addition to quantitative data, such as the number of volunteers and the number of hours served. Emphasizing community outcomes in addition to output indicators should be done by reporting on how your service helps children and youth improve their educational outcomes.

Honorees are chosen based on a series of selection factors, including the scope and innovation of service projects, the extent to which service-learning is embedded in the curriculum, the school's commitment to long-term campus-community partnerships, and measurable community outcomes as a result of the service.

Education examples:

Simmean College has created a community coalition that engages area Head Start programs, other pre-schools, primary schools, Parent Teacher Associations, Women, Infants, and Children (WIC) food and nutrition assistance programs, community health centers, area pediatricians, and area colleges with strong foreign language programs to address school readiness among children, birth through age six in a very diverse community with a large immigrant population. In partnership with faculty, students from Simmean College organize coalition meetings which included: locating space on campus to host meetings; doing outreach to potential coalition members; reaching out to parents, including English-as-a-second-language (ESL) parents; and creating agendas that allow various members of the coalition to present information about school readiness at each meeting. All meeting agendas are designed to educate parents about an aspect of readiness and connecting families with the service providers that may assist with that area of readiness. Additionally, Simmean students work with other college students including those studying teaching, early childhood development, and foreign language to provide one-on-one assistance to children at local Head Start and other pre-school programs. Foreign-language students also translate written information for ESL parents, and serve as language translators between parents, schools, physicians, and other community supports.

- Highlights the college's commitment to creating partnerships that facilitate the provision of comprehensive school readiness services to pre-school children and to breaking down the barriers created by language.

Allegon University is working with area middle schools to help students successfully transition from middle to high school. The focus of Allegon student service is to provide one-on-one tutoring and mentoring to students deemed to be at-risk for dropping out of high school based on current absenteeism, behavior issues, and below-grade-level performance. Allegon students and staff work with middle school students, teachers, and families to address issues that underlie the risk behaviors and to identify ways to address these issues including transportation, tutoring, and behavior modification techniques.

- Emphasizes the college's use of student service to address early risk behaviors to reduce high school dropout rates.

Wallaby University has combined an Upward Bound approach at the high-school level with an Urban Education model at the college level to assist students in the community that surround the university to graduate high school and achieve college success. Through its Upward Bound program, Wallaby students, faculty, and staff serve as tutors and mentors to students at four Wallaby area high schools. In addition, Wallaby hosts two weekend-long college fairs annually, where Upward Bound participants and other area high school students may spend two days learning about local colleges, participate in financial aid seminars and college essay writing clinic, and learn about resources to assist with the college application process. High school students applying to Wallaby may choose to apply to its Urban Education program, which provides additional support systems for all four years to disadvantages students through summer intensives prior to freshman year, assistance in registering for classes, and academic support through ongoing tutoring and mentoring.

- Emphasizes the university's service to support local underserved students via tools for high-school graduation and college success.

4. Economic Opportunity

Applicants should demonstrate how their efforts help communities and economically disadvantaged individuals achieve economic opportunity goals. Colleges or universities submitting applications in this category should demonstrate the use of innovative practices and strategies to address issues such as financial literacy, homelessness, food security, or employment needs of low-income and disadvantaged populations.

For example, applicants may describe how their service activities help communities and individuals with financial literacy, job training, employment preparation, housing, and food resources. Strong applications will discuss the use of assessment and evaluation to improve their service interventions and provide credible evidence as well as measurable results. Moreover, applications in this category should illustrate how institutions are building capacity in community nonprofits to address economic issues in communities.

As with the other categories, applicants to the Economic Opportunity category should highlight the qualitative impact that your service programs have had on the community in addition to quantitative data, such as the number of volunteers and the number of hours served. Emphasizing community outcomes in addition to output indicators should be done by reporting how your service helps low-income populations improve their economic outcomes.

Honorees are chosen based on a series of selection factors, including the scope and innovation of service projects, the extent to which service-learning is embedded in the curriculum, the school's commitment to long-term, campus-community partnerships, and measurable community outcomes as a result of the service.

Economic Opportunity examples:

Dreisden College offers majors in culinary arts and hospitality, so food is very important part of campus life. Recognizing that many people in their community lack access to healthy affordable food, Dreisden students set out to provide both emergency and long-term food support. Students organize monthly food drives around specific types of food to assist in stocking local food banks. To address long-term needs, Dreisden students, faculty, and staff are working with the city, local grocery stores, and areas farm to bring more produce to the community. In addition, students have partnered with community residents to develop community gardens and are also teaching community residents healthy cooking on a budget.

- Highlights the college's use of its expertise with food and food preparation to address a critical community need.

Reardon University students are helping to increase the capacity of a local workforce development nonprofit organization. High unemployment rates in the Reardon Community meant that the nonprofit organization providing job training, resume development, interview skills, and dressing for success had to begin turning away potential clients. For the past five years, Reardon University has provided space for its nonprofit partner to host job development workshops. The university has opened up a limited number of spots in its continuing education courses to workforce development clients at no charge. Additionally, Reardon's Career Office has trained hundreds of students to provide resume writing and interview skills training to community members. Students also conduct outreach to community residents and area businesses to support the dress for success closet as well as to identify potential employment opportunities that workforce clients may fill.

- Illustrates how the college is helping to expand the capacity of a local nonprofit to meet the needs of the community it serves.

C. APPLICATION REVIEW CRITERIA

1. General Community Service, Education, Economic Opportunity Categories

Applicants for the Honor Roll's General Community Service, Education, and Economic Opportunity categories will be evaluated in three categories: Institutional Supports for Service, the Institutional Commitment to Service Statement, and Exemplary Project Descriptions. The weights assigned to each category are listed in the chart below. Reviewers will assess the Institutional Commitment to Service Statement and Exemplary Project Descriptions against the criteria listed below. Moreover, the extent to which the applicant responds to the priorities outlined in this Guidance will be a key factor.

Selection Criteria: Categories and Respective Weights

Category	Percentage
Institutional Supports for Service	60%
Institutional Commitment to Service Statement	20%
Exemplary Project Descriptions	20%

a. Institutional Supports for Service
Factors that make up the Institutional Supports for Service are listed below:

Quantitative Factors:
- The percentage of students participating in academic service-learning
- The percentage of students participating in community service activities overall
- The percentage of students who engaged in at least 20 hours of community service per academic term; for quarter system at least 13 hours of community service per term
- The institution's latest Federal Work-Study community service participation rate as reported to the U.S. Department of Education by the institution (community service participation rate is based on ED's latest available figures 2013-2014)
- The number of academic service-learning courses offered by the institution

Institutional Characteristics
- Whether community service or service-learning is cited in the institution's mission statement or strategic plan
- Whether the institution makes internal budgetary allocations to support service
- Whether the institution has at least one full-time staff member responsible for coordinating student community service or service-learning activities
- Whether the institution provides scholarships or other financial rewards for community service, such as "matching" the Segal AmeriCorps Education Award
- Whether the institution requires academic service-learning as part of the core curriculum of at least one major
- Whether the institution rewards the use of academic service-learning through faculty promotion and tenure decisions, or other means

- Whether the institution is classified as a "Community Engagement" institution by the Carnegie Foundation for the Advancement of Teaching

Please note that in many cases "estimates" are requested. Estimates should be based on the best information available. All requested information and estimates are for the 12-month period ending June 30, 2015.

b. Institutional Commitment to Service Statement
This statement should describe your institution's commitment to service, providing the background and context of this commitment as illustrated by brief, varied examples of how it is demonstrated on campus and in your community-campus partnerships. This is the opportunity to explain the culture of service that exists at the institution and the impact that this culture has on the community.

Strong statements MUST include a detailed discussion of the institutional commitment to service, including:
- Explanation of the commitment of institutional resources to support service
- Explanation of how that institutional commitment is implemented in the campus culture, academic programming, and extracurricular activities
- Discussion of the impact and effect of this commitment to service in the community
- Description of how your institution is using assessment and evaluation to improve the quality of your community-campus partnerships and service activities

c. Exemplary Project Descriptions
In this section, **select three** service projects (three projects are required for each category you are applying to) that exemplify the institution's commitment to service. These narratives provide the applicant with opportunities to describe briefly specific projects that best illustrate the variety of activities in which the institution is engaged.

Strong project descriptions MUST include an explanation of the project and indication of the specific service provided, including:
- Who from your institution participates in the service (faculty, teachers, students, etc.);
- Who benefits from the service
- Detailed evidence, including quantification, and description of the project's benefits to the population served
- How assessment and evaluation are used to improve the quality of the service
- Program practices or institutional support elements that were found particularly helpful or effective
- Indication of whether student participation was during regular academic sessions or during summer or other breaks (indicate frequency of service)
- Collaborations with community agencies, including K-12 schools
- Whether the project was supported by Federal Work-Study, CNCS programs, or other government programs
- Clear connection to the Institutional Commitment to Service Statement

Provide details pertaining to each of the three evaluation categories: Project Scope, Evidence (Measurement) of Project Effectiveness, and Impact on Community.

>**Project Scope** assesses the breadth and depth of the project. Factors include: number of students serving (relative to school size), time dedicated to service, institutional staff support, participation and time committed, expertise utilized, collaboration with other organizations, leveraging of college or university, and community resources, and innovative use of creative solutions to address local problems.

>**Evidence (Measurement) of Project Effectiveness** includes the estimated number of individuals served, and measurable effects of service in the community (e.g., number of houses cleaned, renovated, built).

>**Impact on Community** describes either short- or long-term benefits of the service to the community. The project will be assessed on the evidence provided to demonstrate measurable impacts on the community.

2. Interfaith Community Service Category

Because interfaith community service has unique characteristics, applicants for the Interfaith Honor Roll will be evaluated in four categories: Institutional Supports for Interfaith Service, the Institutional Commitment to Interfaith Service Statement, Exemplary Interfaith Project Descriptions, and Interfaith Engagement Initiatives. The extent to which the applicant responds to the priorities outlined in this Guidance will be a key factor.

a. Institutional Supports for Interfaith Service

Factors that make up the Institutional Supports for Interfaith Service are listed below:

Quantitative Factors:
- The percentage of students participating in courses that integrate interfaith engagement with academic content
- The number of courses offered that integrate interfaith engagement into academic content
- The percentage of students overall who learned something new about a denomination, religion, or secular perspective different than their own
- The percentage of students overall who met and/or worked with some one of a different denomination, religion, or secular perspective other than their own
- The percentage of students overall who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own

Institutional Characteristics
- Whether interfaith engagement is cited in the institution's mission statement or strategic plan
- Whether the institution makes internal budgetary allocations to support interfaith engagement

- Whether the institution has at least one full-time staff member responsible for coordinating student interfaith service activities

Please note that in many cases "estimates" are requested. Estimates should be based on the best information available. All requested information and estimates are for the 12-month period ending June 30, 2014.

b. Institutional Commitment to Interfaith Service Statement
This statement should describe your institution's commitment to interfaith service through intentional interfaith engagement and how this ties in to the commitment to service; provide the background, context, and examples to explain the culture of interfaith cooperation that exists at the institution and how this enhances the service work of your institution and its impact on the community.

Strong statements MUST include:
- Detailed discussion of the institutional commitment to interfaith engagement, including:
  - Explanation of the commitment of institutional resources to support interfaith engagement
  - Brief examples of this institutional culture of interfaith engagement as it is integrated into campus activities
- Explanation of how that institutional commitment is implemented in the campus culture, academic programming and extracurricular activities
- Discussion of the impact and effect of this commitment to interfaith service in the community
- Description of the conditions in the community that drove your institution to engage in interfaith service

c. Exemplary Interfaith Project Descriptions
In this section, select three service projects that exemplify the institution's commitment to interfaith service. These narratives provide the applicant with opportunities to describe briefly specific projects that best illustrate the variety of activities in which the institution is engaged.

Strong project descriptions MUST include:
- Explanation of the project and indication of the specific interfaith service provided, including:
  - Who from your institution participates in the interfaith service (faculty, teachers, students, etc.)
  - Who benefits from the interfaith service
  - How assessment and evaluation are used to improve the quality of the interfaith service
- Program practices or institutional support elements that were found particularly helpful or effective
- Clear connection to the Institutional Commitment to Interfaith Service Statement, including an explanation of:
  - The different religious and secular perspectives represented by service organizers and participants

        o How interfaith engagement was incorporated into the service project
        o Detailed evidence, including quantification, and description of the project's
            impact on the interfaith culture of the campus

- One compelling interfaith engagement story that encapsulates the positive attitude toward religious diversity of student participants

Provide details pertaining to the interfaith evaluation category of Interfaith Impact:

<u>Interfaith Impact</u> measures institution-wide shift toward greater interfaith cooperation and interfaith service. An institution might administer a campus climate survey or measure student learning outcomes through post-participation surveys for interfaith service events.

d. Interfaith Engagement Initiatives
This section provides the opportunity to explain, in detail, Communications, Education, and Capacity Building initiatives that advance interfaith engagement and enhance the efficacy of the applicant's interfaith service programs.

Strong initiatives MUST list:
- Participation of any or all of the following: partner institutions of higher education, campus faith-based organizations, community faith-based organizations, Faculty, staff, and students of various faiths
- Detailed overview of Communications, Education, and/or Capacity Building initiatives and strategies that will connect these interfaith engagement components to service projects
- Detailed explanation of evaluation methods that measure interfaith impact and the actual interfaith impact measured over the course of the year
- The number of students overall who learned something new about a denomination, religion, or secular perspective different than their own
- The number of students overall who met and/or worked with some one of a different denomination, religion, or secular perspective other than their own
- The number of students overall who experienced a positive impact on the way they think about a denomination, religion, or secular perspective different than their own

D. APPLICATION AND SUBMISSION INFORMATION

1. **Address to Request the Application Package**

Applicants must refer to the Honor Roll webpage at https://honorroll.nationalservice.gov/ to obtain the necessary information to apply, and additional resources available to applicants.

2. Application Submission Deadline

The deadline for institutions to submit applications is **June 15, 2016, at 5:00 PM**, **Eastern Time**. Applications received after the 5:00 PM deadline will not be considered.

3. Application Submission Requirements

Applications must be submitted online at https://honorroll.nationalservice.gov/. We are unable to accept printed copies of the application. The form cannot be submitted until all required questions are answered. An error message will appear and the system will identify the required questions if an incomplete application is submitted. Applicants should print out the completed application for their records.

Once the application is submitted to the system, it will generate an email message informing the applicant that the application has been successfully accepted. If you do not receive an email within 24 hours, your application has not been accepted by the system. Please contact HonorRoll@cncs.gov for support.

Only one application can be submitted per higher education institution.

Do not submit supplementary materials, such as brochures, video tapes, or testimonials from project beneficiaries with their applications. Applicants should be prepared to provide documentation of partnerships and other support described in the narrative such as Memoranda of Understanding, and evaluations. Applicants may be invited to provide such information at a later time.

4. Page limits

The project narratives can be no more than 4000 characters unless otherwise stated.

E. REVIEW AND SELECTION PROCESS

1. Stages of the Review Process

Compliance Review
CNCS staff will review all applications to determine compliance with eligibility, deadline, and completeness. Applications determined non-compliant will not be considered. An application is compliant if the applicant:
- is an eligible type of organization

- complied with the minimum 7% of Federal Work-Study community service requirement
- submitted an application by the submission deadline
- submitted an application that is complete; in that it contains all required elements, and follows the instructions provided in this Guidance.

Application Data Review
This Stage is automated and is based on the quantitative factors detailed in the Application Review Criteria section in this Guidance. Through this stage, applications scores will determine what applications advance for further review.

Project Description Review

All applications that reach this level will be listed as "With Distinction". In order to make distinction, institutions must have 15% of their Federal Work Study allocation dedicated to community service. Please review the application guidance document for more details

Final Review and Recommendation
This stage includes the review and confirmation of Presidential Award Finalists in each category and recommendations to the CEO for Presidential Award recognition. All applications that reach this level will be considered "Finalists". The institutions that are considered for the finalists Presidential level come from the Honor Roll with Distinction level of recognition. .

Please note that up to this point, the review process is based on numerical data. During this Final Review stage, senior staff take into consideration the overall application including, the applicant's data (number of students in service, hours of service, etc.), the project narratives (scope, evidence, and impact), institutional supports, and commitment to service.

2. Selection for Award
The review and selection process is designed to identify applications that demonstrate high alignment with the review criteria and the goals for this competition. There are several recognition levels for this competition, as describe below:

- **The General Community Service Presidential Award** will be presented to one institution that reflect the best practices of community service and service-learning, such as long-term community-campus partnerships and measurable community outcomes as a result of the service.

- **The Interfaith Community Service Presidential Award** will be presented to one institution that exhibits the best practices of interfaith service with a robust set of interfaith engagement initiatives and a commitment to measuring the sustainable impact of their interfaith service work. These institutions will successfully build strong interfaith partnerships and participant relationships while growing the appreciative knowledge of religious and secular-diversity across campus.

- **The Education Presidential Award** will be presented to one institution that that reflects the best practices of community service and service-learning that help students to succeed, provide academic support and encouragement to at-risk children to thrive. In addition, the service creates the conditions that make children and youth want to learn and gives them the opportunity to achieve.

- **The Economic Opportunity Presidential Award** will be presented to one institution that improves the financial well-being and security of economically disadvantaged individuals. As examples, the community service could address the housing, financial literacy, and employment needs of low-income populations.

- **With Distinction:** The Honor Roll's "With Distinction" recognition will be given to those applicants that display strong levels of institutional commitment, provide a compelling case for partnerships that produce measurable impact in the community, and have a Federal Work-Study community service percentage of at least 15 percent or above.

- **Honor Roll:** An institution will be placed on the Honor Roll if the service described is deemed substantial, relevant and meaningful, and achieves measurable impacts in the community.

F. AWARD NOTIFICATIONS

Award Announcements will be made in the Fall of 2016. Applicants will be notified via email. The email will go the contacts named in the application.

G. OTHER INFORMATION

1. Agency Contacts

For technical questions and problems with the Honor Roll Data Base system, call 202-606-6638 or email honorroll@cns.gov.

2. Resources for Applicants

The following documents are available for applicants: Application Guidance and Honor Roll FAQ. They are available at the application website: honorroll.nationalservice.gov.

3. Technical Assistance
There will be two webinars and two Q&A conference calls in May/June. For further information about the times and dates to disseminate technical assistance, please see the Honor Roll website at honorroll.nationalservice.gov.

4. Public Burden and Privacy Statement
The Paperwork Reduction Act of 1995 requires CNCS to inform all potential persons who are to respond to this collection of information that such persons are not required to respond unless it

displays a currently valid OMB control number. [See 5 CFR 1320.5]. The President's Higher Education Community Service Honor Roll Application is approved under **OMB Control #3045-0120, Expiration Date 12/04/2016.**

An applicant institution's name, as well as all submission material, may be used for news or publicity programs connected with CNCS. Information provided in the "exemplary project" descriptions may be published in connection with the Honor Roll on CNCS and partner organization websites (including the White House Office of Faith-based and Neighborhood Partnerships, The Center for Faith-based and Neighborhood Partnerships at the Department of Education, and Interfaith Youth Core). Contact information, however, will not be shared with anyone outside the Corporation and partner organizations. Information provided by this collection will be held solely by CNCS staff and partner organizations.